DOCUMENT RESUME

ED 117 245 UD 015 644

TITLE	The Ethnic Heritage Experience: A Study Guide for Workshop Participants.
INSTITUTION	Michigan Ethnic Heritage Studies Center, Detroit.
PUB DATE	75
NOTE	17p.
AVAILABLE FROM	Michigan Ethnic Heritage Studies Center, 71 East Perry, Detroit, Michigan 48202 ($1.00, paper)
EDRS PRICE	MF-$0.76 HC-$1.58 Plus Postage
DESCRIPTORS	*Community Characteristics; Community Resources; Cultural Awareness; Curriculum Development; Ethnic Groups; *Ethnic Studies; Family Characteristics; Political Power; Social Factors; *Study Guides; *Teacher Education Curriculum; *Workshops
IDENTIFIERS	*Michigan

ABSTRACT

The Ethnic Heritage Experience, atraining program for educators and other persons who are interested in the development of new curriculum, interpersonal relationships, and increased cultural awareness that may be gained through Ethnic Studies, was developed by the Michigan Ethnic Heritage Studies Center under a Title IX, Ethnic Studies grant, and field tested for one year throughout Southeast Michigan. Participants for the pilot training program were drawn from public and private schools as well as from district administrative offices and universities and colleges. The training program is considered to be designed to increase self-awareness of the multicultural community, and awareness of local and nonlocal resources related to ethnicity. It also provides an introductory historical and social perspective from an academic standpoint through a series of readings and discussions on ethnic studies, and introduces activities relevant to the development of this discipline in the classroom. The basic scope of the training program is five workshop sessions. Although said to be designed to be carried out in five sessions, the activities and materials can be presented in either fewer compressed presentations, or additional sessions, according to the needs and convenience of those involved. (Author/JM)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

UD 015 644

ED117245

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

THE ETHNIC HERITAGE EXPERIENCE

A Study Guide For Workshop Participants

A 5-session training program for educators and other persons interested in the development of new curriculum, inter-personal relationships, and increased cultural awareness that may be gained through Ethnic Studies.

Developed and published by:

The Michigan Ethnic Heritage Studies Center
71 East Ferry
Detroit, Michigan 48202

313/872/2225

UD 015644

THE ETHNIC HERITAGE EXPERIENCE

A Study Guide For Workshop Participants

INTRODUCTION

The Ethnic Heritage Experience is a training program for educators and other persons who are interested in the development of new curriculum, inter-personal relationships, and increased cultural awareness that may be gained through Ethnic Studies. The training program was developed by the Michigan Ethnic Heritage Studies Center under a Title IX Ethnic Studies grant, and field tested for one year throughout Southeast Michigan. Participants for the pilot training program were drawn from public and private schools as well as from district administrative offices and universities and colleges. Cooperating institutions were: Metropolitan Detroit Archdiocesan Schools, Detroit Public Schools, East Detroit Public Schools, Oak Park Public Schools, Pontiac Public Schools, Riverview PEACE Project, Wayne County Intermediate School District, Macomb County Intermediate School District, Marygrove College, Mercy College, St. Mary's College, University of Detroit, University of Michigan, and Wayne State University.

The training program is designed to increase self-awareness, awarenes of the multi-cultural community, and awareness of local and non-local resources related to ethnicity. It also provides an introductory historical and social perspective from an academic standpoint through a series of readings and discussions on ethnic studies, and introduces activities relevant to the development of this discipline in the classroom. The basic scope of the training program is five workshop sessions. Although designed to be carried out in five sessions, the activities and materials can be presented in either fewer compressed presentations, or additional sessions, according to the needs and convenience of any particular group that may be involved in the training program. A description of each workshop and its theme follows

Session I: WHAT IS ETHNICITY? MISUNDERSTANDING THROUGH STEREOTYPING

This is a general orientation to the discovery of attitudes about the realities of ethnicity in American society. A project simulation game, "The Ethnic Mix;" a slide-tape series, "The Distorted Image;" and group discussion around causes and effects of stereotyping are utilized both to create interaction among participants and to introduce techniques that may be used in the classroom or other group sessions. The second part of the workshop is used to introduce Immigrants and Migrants: The Detroit Ethnic Experience, an Ethnic Studies reader which will be the source of many of the reading assignments for this and subsequent sessions.

Session II: THE ETHNIC REALITY OF SOUTHEAST MICHIGAN: FACTS, FIGURES, AND FAMILIES

Using ethnic maps, personal observations, and family histories, this workshop further explores and compares interpretations of ethnicity. Holidays and the traditions centered around their celebration will also be discussed as a manifestation of ethnicity in action. Participants will begin to record such traditions and outline their own family trees after a demonstration on making a kinship chart and recording family history has been presented and discussed.

Session III: INSTITUTIONS AND COMMUNITIES

This workshop will open with a debriefing on the implications of the family trees in relation to the statistical content of census. An analysis of the Southeast Michigan Ethnic Directory and how it was compiled will also be undertaken with consideration given to the importance of churches, stores, restaurants, and other institutions and their respective roles in determining the movement and/or stability of ethnic groups.

In the second half of this session, attention will center on political and economic power, and relationships between general institutions (schools, law agencies, etc.) and ethnic groups.

Session IV: THE WHY AND HOW OF COMMUNITY MAPPING

Using visuals, charts, and maps, participants examine the assumptions behind census, and discuss how and why they are conducted and translated. Uses and misuses of census data will be discussed and two model community mapping projects with detailed descriptions of the processes involved in conducting mapping surveys will be presented. Methods and feasibility of application and/or modification of the model in local communities will be approached and possible alternatives examined.

Services and products of the Michigan Ethnic Heritage Study Center will be explained; and an inventory procedure for identifying local ethnic studies materials and resources within any specific school, community or institution will be developed.

Session V: WHERE WE ARE NOW AND WHERE DO WE GO FROM HERE?

Using the data provided by individual inventories, participants will collate information and begin to identify and prioritize specific needs their school, community or institution can begin to meet. The group will determine what will best help to expand personal and community ethnic awareness, and make recommendations for the direction and format of future work sessions. Specific programs can be determined through this open-ended process. Thus, the workshop will function as a "lead-in" to further development of materials, lesson plans, texts, activities, or workshops in the future.

This Study Guide is designed for Workshop participants, presenting key ideas, focal questions for thought and discussion related to each activity within each Workshop, and recommended readings.

A companion manual for Workshop Leaders is being developed and will be field tested in a series of Ethnic Studies Workshop Leaders Institutes to be offered during the coming year (1975-76). For additional information on these Institutes, other workshops and seminars, and a complete list of Ethnic Studies materials available, contact:

Michigan Ethnic Heritage Studies Center
71 East Ferry
Detroit, Michigan 48202
313/872-2225

THE ETHNIC HERITAGE EXPERIENCE

A Study Guide for Workshop Participants

Session I: WHAT IS ETHNICITY? MISUNDERSTANDING THROUGH STEREOTYPING

A. THE ETHNIC MIX. A simulation game designed as an introduction to the Workshop.

What did the exercise reveal about perceptions of ethnic groups? Were stereotypes used? What problems did you have in describing and/or identifying the various ethnic groups? Was there some confusion between ethnic groups and existing political states? Where did you acquire your views of different groups?

How many ethnic groups are represented in your school, community? What is being done in your school situation to help students learn about ethnicity - both their own and that of others? In what situations could "The Ethnic Mix" be used with students? What do you think students would learn from such an experience?

B. OVERVIEW OF THE PROGRAM. An introduction to the rationale of the total workshop and familiarize students with resources to be utilized.

The main text for the workshop is Immigrants and Migrants: The Detroit Ethnic Experience, an Ethnic Studies Reader edited by David W. Hartman and published in cooperation with Wayne State University's Center for Urban Studies and the Michigan Ethnic Heritage Studies Center.

Unless stated otherwise, the chapter and page references in the Reading Assignments section are to this book. The questions listed with the readings are for thought while reviewing the readings and to provide focus and common background for discussions. They are not assignments to be written. There will be specific assignments and they will be described as such.

C. THE DISTORTED IMAGE. This slide-tape presentation depicting stereotyping and caricature in American popular graphics from 1850-1922 is the work of John J. Appel and Selma Appel.

How did the presentation represent the similarity between stereotypes and the building of prejudice against various groups that immigrated to America? Did you find that the use of the same techniques were used to degrade each group in turn, whether they were blacks, Chinese, Jews, Germans, Italians, etc.?

Has stereotyping of groups of people become a problem of the past? What forms does it take now? What current stereotypes can you identify? How do stereotypes affect our students and their learning experiences? What can we do in the school environment to deal with the problems arising from the use of stereotypes?

****

READING ASSIGNMENT

"Why Ethnicity?" by Otto Feinstein, Chapter 1, pp. 2-9.

What is the author's definition of ethnicity and why is it important?

What assumptions underlie the Melting Pot and the Pluralism Concepts?
What assumptions have you been working under? What significance do these assumptions have for behavior and choices?

What is the American Dilemma? What tensions does it represent?
What are your views about individual rights and community rights?
What current issues in education must struggle with this contradiction?
How would you resolve them? What do you think about pluralism as a goal?

"European Americans: From Immigrants to Ethnics" by Rudolph Vecoli, Chapter 4, pp. 51-72.

What does the author mean by the phrase "From Immigrants to Ethnics"?
How would you differentiate the experience he describes from the internal migration of rural Americans to the cities?
What experiential differences would you look for when thinking of the American Indian, the Mexican-American, the Asian-American, and the Afro-American experiences?

What has been the history of thought about ethnicity, as described by Vecoli? Are the ideas he substantiates generally taught in your school? Were you taught these ideas when you were in school?

What would you think should be known by teachers and students in the area of multi-ethnicity (the basic perception of American reality), single ethnic groups (those of the teacher's own background, those of the children in the school, those of the administrators)? Look over the bibliography and give it some thought.

"Newcomers to the City: Factors Influencing Initial Settlement and Ethnic Community Growth Patterns" by Bryan Thompson, Chapter 3, pp. 30-45.

What are the various reasons for initial settlement? As you look over your own family history or the history of others you know well, what reasons do you see?

What is meant by chain migration? What are the various models of urban structure and growth in relation to the migration and community development model? Can you list differences in experience which would result from a group moving into a new area and developing its own institutions, and another group moving into an already settled area trying to develop its own institutions? Is there such a condition in your own community? Is the community related to your school?

THE ETHNIC HERITAGE EXPERIENCE

Session II: THE ETHNIC REALITY OF SOUTHEAST MICHIGAN

A. DETROIT AREA ETHNIC GROUPS 1971. An ethnic map of metropolitan Detroit developed through interview survey technique.

We often look at the metropolitan area in terms of political subdivisions, geographic locations, and numbers of people. What picture do you get from this map? What perceptions do you get about the peoples of Greater Detroit and the dynamics of settlement and migration? Have any of your assumptions been changed or reinforced?

How could such a map be used in the classroom? What would you hope that students could gain from the experience?

B. ETHNIC CITY: FIELD STUDIES IN COMMUNITY. Jesse and Pat Villegas take us on a tour of Detroit as they explore with their camera The Ethnic City.

What insights are gained by focusing on the ethnicity of the area? How do the Villegas' perceptions coincide or differ from yours? If you used a camera and tape recorder, what could you find in your school community? What experiences do you think would be valuable for your students to help them better understand their community and their neighbors?

C. HOLIDAYS, CUSTOMS, AND LORE. A manifestation of ethnicity in action.

What do you know of these aspects of ethnicity? What ways do you celebrate holidays? What traditions have been carried down in your family? What customs do you have that are a part of your cultural heritage? What stories, music, family cures, etc., have been in your family?

How can we find out about other groups? What kind of a perception can be gained by learning about differing groups and the things they find important and the ways that they outwardly express them? What type of classroom activities could be carried on to help students better understand their own heritage and the heritage of others?

D. FAMILY TREE-1. A demonstration of how to do a family tree.

How does the preparation of a family tree help a person come to grips with the basic questions of their own ethnicity, making ethnicity human and real? What did you learn from the family tree demonstrated in the session? Do you understand the process for drawing a family tree?

****

READING ASSIGNMENT

Draw a kinship chart of your family (or that of a good friend) over four generations, showing all siblings and their off-spring, their ethnicity, and history of migration (and reasons for migration). See if there are any differences between generations. In addition, identify commonalities from generation to generation.

"Community Development and the Urban Ethnic Dimension" by Judith Leppala Brown and Otto Feinstein", Chapter 9, pp. 119-136.

How would you define community? How does this concept relate to ethnicity? What has happened to ethnic and multi-ethnic communities? What are suburban communities like, how do they differ from the city neighborhoods? What do the authors mean when they talk of community control and institutional style? Is this relevant to your experience as a teacher? What can you do about it? What should the school do about it? Is the destruction of the social system comparable to the effect of pollution on the destruction of the natural systems?

THE ETHNIC HERITAGE EXPERIENCE

Session III: INSTITUTIONS AND COMMUNITIES

A. FAMILY TREE-2. A debriefing session.

What ethnic groups did you find in your own background? What influences did they have? With which ethnic group(s) do you identify? Why? If you haven't given it any thought, why not? Do there appear to be things that have been carried on through the generations? Was there a generation when some changes occurred? If so, how do you explain them?

What perceptions did you acquire as you listened to others share their family trees and anecdotes? Try to see if any patterns related to the readings emerge and what differences there were between urban and rural experiences. Were any preconceptions challenged by the sharing of family histories?

What problems did you have in doing your family tree? What problems need to be anticipated prior to having students do a family tree? How can you make the preparation of a family tree be a valuable experience for students?

B. ETHNIC DIRECTORY. A guide to ethnic life in Southeast Michigan.

How can the Ethnic Directory be used as a resource by teachers and students? Why is it important to look at churches, stores, restaurants, organizations, and other institutions and their respective roles in the community?

Pick the boundaries of your own class, or school, and identify the ethnic groups and institutions in the community. Would a bicentennial ethnic celebration work foryour class or school in preserving the assets of "community"? What problems would you have to deal with?

C. ELITE STUDY REPORT. A recent study of the representation of 4 ethnic groups in the executive suites of Detroit's largest corporations.

What are the implications of the study? Do they have any impact on your community? How can you look at your school community in terms of ethnic penetration in local institutions?

D. THE EFFECT OF INSTITUTIONS ON THE COMMUNITY.

What is the effect of general institutions (schools, law agencies, churches, banking institutions) on the various ethnic groups within your community? How can the school best meet the needs of the community? What do teachers have to do?

****

READING ASSIGNMENT

"Ethnicity in Detroit" by Carol Agocs, Chapter 27, pp. 390-408.

In the Agocs article note the major theorists and their positions. Try to find 1970 census data to match with Agocs' 1960 materials. What are your findings?

"Studying the Local Community: A Survey & Ethnic Mapping Procedure" by Bryan Thompson and Carol Agocs, published by the Michigan Ethnic Heritage Studies Center, 1975.

What are the limitations of the use of statistics, census data, in coming to know ethnic make-up of a community? What other means are available?

THE ETHNIC HERITAGE EXPERIENCE

Session IV: THE WHY AND HOW OF COMMUNITY MAPPING

A. CENSUS DATA.

What data can be gleaned from the census? How can the data be put together to get a picture of ethnicity? What will the picture show? What are the limitations of the data?

How can students be taught to use census data? What kinds of results can be expected? Are there means of using the project as an interdisciplinary approach? What would the cognitive objectives of such a lesson be? What would the affective objectives be? What are some possible means of achieving the objectives?

B. STUDYING THE LOCAL COMMUNITY; SURVEY & ETHNIC MAPPING PROCEDURE.

What results can we expect from using this community mapping model? What procedures are used to map the community? What are the limitations of the end product? What are the benefits of community mapping?

What strategies could be employed to utilize the community mapping model in the schools? How could the mapping be used at various grade levels? What experiences would the students have that would be beneficial with each strategy identified?

C. EAST DETROIT SURVEY METHOD.

What kind of data can be gotten using this technique? What is involved in conducting the survey? What are the benefits of such a survey? What implications for curriculum might the survey have?

Should the survey be conducted by students or staff? If students are used, what preparations have to be made? What skills could students acquire in the process of doing the survey? What knowledge about the community could be used in classes?

D. SOUTH EAST MICHIGAN ETHNIC HERITAGE STUDIES CENTER SERVICES.

What products has the Center developed for use? What materials were chosen by the Center for a core library and where are the libraries housed? What types of services can the Center provide? How can teachers, schools, ethnic organizations obtain the services of the Center?

****

ASSIGNMENT

Do a survey of what is currently available in the school -- materials, units, courses, etc.

THE ETHNIC HERITAGE EXPERIENCE

Session V: WHERE WE ARE NOW AND WHERE DO WE GO FROM HERE

A. PEOPLE MUST LEARN TO SHARE THEIR HERITAGE.

How does this mother's letter relate to the experiences in the workshop? What does she perceive is happening in schools? What would she like to see happening? What are your reactions to her letter?

B. CONTENT APPROACHES TO ETHNIC STUDIES: DESIRABLE OR UNDESIRABLE ATTITUDES/OUTCOMES.

What are the main points made by the author in this excerpt? What are the differences between cognitive and affective education? Are they mutually exclusive? Do we concentrate on one more than the other? How can we use ethnic studies as a vehicle for value clarification?

C. WHERE ARE WE NOW?

What materials are available? Are there gaps in the materials? What are we doing in the curriculum -- courses, units, lessons, field trips, etc.? Are we doing as much as we could or should be doing?

D. WHERE DO WE GO FROM HERE?

What needs to be done? What plans do you have to meet the needs identified? What resources are needed to help you with your tasks? What benefits will be gained?

THE ETHNIC HERITAGE EXPERIENCE

Bibliography of Materials Used in Workshops

Session I:

The Ethnic Mix. A simulation game designed by the Michigan Ethnic Heritage Studies Center staff.

IMMIGRANTS AND MIGRANTS: The Detroit Ethnic Experience. Ethnic Studies Reader, edited by David W. Hartman.

THE DISTORTED IMAGE: Stereotype and Caricature in American Popular Graphics, 1850-1922. Sound slides, with discussion guide and lecture notes. New York: Anti-Defamation League.

Session II:

Detroit Area Ethnic Groups 1971. Color-coded map of the residential distribution of the city's ethnic groups with directions for creating a mapping project of one's own community.

Detroit: Ethnic City. 30 - minute slide-tape program developed by Jesse and Pat Villegas.

Session III:

ETHNIC DIRECTORY I. A guide to ethnic life in Southeast Michigan. Contains information of ethnic organizations, restaurants, churches, around-the-world recipes.

Elite Study Report. Recent study completed by Gerald Driggs of the representation of Poles, Italians, Latinos, and Blacks in the executive suites of Detroit's largest corporations.

STUDYING THE LOCAL COMMUNITY: A Survey & Ethnic Mapping Procedure. By Bryan Thompson and Carol Agocs. A guide to community studies, describing resources available and appropriate methods.

Session IV:

ETHNIC SURVEY OF EAST DETROIT SCHOOL DISTRICT. A random telephone survey conducted by a team of teachers to determine the ethnic composition of their school district.

AN ETHNIC STUDIES LIBRARY. An annotated bibliography of materials selected for use in Ethnic Studies Resource Centers established by the Michigan Ethnic Heritage Studies Center.

Session V:

"People Must Learn to Share Their Heritage." Reprint of letter written to the Editor, Detroit Free Press.

THE SCHOOLS AND GROUP IDENTITY. Edited by Judith Herman. 1974. The Institute on Pluralism and Group Identity.

All materials above are available through the Michigan Ethnic Heritage Studies Center. Send for a complete of materials available and prices to:

Michigan Ethnic Heritage Studies Center
71 East Ferry
Detroit, Michigan 48202

313/872-2225